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TITLE Informal Reading Inventory (Module 4--"Tips for Teachers"). Description of Teacher Inservice Education Materials.

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ABSTRACT

The inservice teacher education program described is for the use of elementary special education teachers who wish to improve their diagnostic skills in assessing student instructional reading levels. Included in this informative report is an outline of the contents of the program and a description of the activities and resources involved. Ordering information and a critique of the program are provided. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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Title: INFORMAL READING INVENTORY (Module 4 - Tips for Teachers)

Publication Date(s): Copyright 1975

Intended Users: Preservice and inservice special education teachers interested in assessing student's instructional reading levels (regular education teachers can also profit from this material)

Grade Level(s): Elementary

Number: Large workshop/small group/individual

Primary Focus: The intent of this product is to convey methods of preparing and administering informal reading inventories for the purpose of effectively diagnosing students' instructional reading levels.

School subject(s) and/or inservice topic(s) covered:

The school subject covered in this module is reading, with emphasis on elementary reading for special students. The inservice topics covered in the program are improved skills for teachers in assessment of students' reading levels using the device of informal reading inventories. Teacher detection of the child's word recognition and paragraph comprehension skills is focused. The informal reading inventory as a criterion - referenced test is examined.

What participant does in using the materials:

The participant views the filmstrip and records responses in the response book. After the audio/filmstrip presentation, the participant works through 17 exercises in the administration manual section of the response book using the second audiotape to guide him/her through the exercises. After completing instruction, the participant constructs and administers an informal reading inventory to a child. If the program is implemented in a group, peer assessment and/or discussion may follow.

Resources:

The product is comprised of: two audiotapes; a color filmstrip; a 105-page Response Book (one book needed per participant), and a 47-page Instructor's Manual. An instructor and peer group will be needed for workshop/group use of the module, and a classroom student will be needed for each participant's administration of an informal reading inventory. The audio/filmstrip presentation takes 30 minutes and the exercises require approximately three hours for completion.

Describer critique:

This well-designed module presents the rationale for using the informal reading inventory and more than adequately demonstrates how a teacher can construct one. The exercises in the Response Book provide thorough training on coding a child's performance on the informal reading inventory, analyzing and scoring this performance, and interpreting the score. This is an extremely useful training tool for teachers interesting in improving their assessments of students reading levels.

SP 013 841

R 48 diagnosing (ASG) criterion-referenced test comprehension

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1.0 PURPOSES:

Since the informal reading inventory includes both word recognition and paragraph comprehension, it can be used to gain a complete picture of a child's reading skills. The informal reading inventory is criterion-referenced rather than norm-referenced and can be used to provide the teacher with information on reading behavior directly related to text and classroom expectations.

The developer states the general objective of this module:

"Upon completion of this module, the participant will be able to construct and administer an informal reading inventory."

Specific objectives to be attained by the participant are: stated by the developer:

"1. Briefly describe different reading levels in terms of percent of reading errors and comprehension scores.

2. Describe the advantages and limitations of using an informal reading inventory.

3. Describe the sequence of activities in administering an informal reading inventory.

4. Construct an informal reading inventory which includes word recognition lists, oral reading passages, and comprehension questions.

5. Administer an informal reading inventory to a child and code, score, and analyze his/her performance on the word recognition list, oral reading passage, and comprehensive questions."

2.0 CONTENT — Scope and Sequencing of Topics:

Components of the product include a 30-minute filmstrip/audiotape, a 47-page Instructor's Manual, a 105-page Response Book, and a second audiotape which is to be used while doing Response Book exercises. Use of the audiotape with Response Book exercises requires about three hours. The Instructor's Manual contains information about the series, about the module, 29 pages of script and a posttest. Contents of the Response Book are listed below:

Objectives	(p. 1)
Response Pages	(p. 2)
1. The Word Recognition List	
How to Code the Child's Responses to a Word Recognition List	(p. 9)
Exercise 1: Coding the Word List	(p. 10)
Exercise 2: Word Recognition List (Audiotape)	(p. 20)
Exercise 3: Word Recognition Lists	(p. 26)
Exercise 4: Scoring the Word Recognition List	(p. 33)
Exercise 5: Interpreting the Word Recognition List Scores	(p. 38)
2. The Oral Reading Passage	(p. 42)
How to Code the Child's Responses to an Oral Reading Passage	(p. 43)
Exercise 6: Coding the Oral Reading Passage	(p. 46)
Exercise 7: Oral Reading Samples (Audiotape)	(p. 52)
Exercise 8: Oral Reading Samples (Audiotape)	(p. 55)
Exercise 9: Oral Reading Samples (Audiotape)	(p. 58)
Scoring the Oral Reading Passage	(p. 63)
How to Discriminate Between a Miscue and an Error	(p. 64)
Exercise 10: Errors or Miscues	(p. 68)
Exercise 11: Identifying Errors	(p. 74)
Exercise 12: Counting the Number of Errors	(p. 78)
Exercise 13: Counting Errors and Computing Oral Reading Passage Score	(p. 86)
Interpreting Oral Reading Passage Scores	(p. 88)
3. The Comprehension Questions	(p. 89)
Coding the Comprehension Question Responses	(p. 89)
Scoring the Comprehension Question Responses	(p. 91)
Exercise 14: Coding Comprehension Questions	(p. 92)
Exercise 15: Computing Percent of Comprehension	(p. 95)
Exercise 16: Determining a Child's Reading Level	(p. 99)
Exercise 17: Analyzing Reading Behavior	(p. 101)

This module is designed to be a self-contained unit. The exercises are arranged in a logical sequence to provide the trainee with a blueprint for classroom application. To be effective, this product must be used sequentially and in its entirety.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

Using a mixture of narration and dramatized incident to set forth the content, one audiotape directs the participant to the filmstrip or to the Response Book. The participant works on exercises in the Response Book as directed. After the audio-filmstrip presentation, the participant works through the administration manual section of the Response Book. The administration manual provides a series of 17 exercises designed to increase the participant's facility in coding a child's oral reading from a word list and then from a reading passage. The second audiotape containing segments of children reading word lists and passage guides the participant through the coding practices in the manual. As a final activity, the participant constructs and administers an informal reading inventory to a child.

3.2 Help given in use of product:

A 47-page Instructor's Manual is provided with the product. It contains: 12 pages of information about the product and aids for program implementation; 29 pages of script (which accompanies the audiotape); a five-page posttest and a one-page reference list.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The audio-filmstrip presentation requires the participant to take several paper-pencil tests. A posttest is included in the Instructor's Manual. The administration manual section of the Response Book contains coding and scoring exercises. These all serve as means of evaluating the participant's progress in relation to the program objectives.

PROJECT ON UTILIZATION OF INSERVICE EDUCATION R&D OUTCOMES
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The audio-visual components of this module are designed for use in a synchronized cassette tape filmstrip projector. Since this module can be used for large or small groups or independently, space needs vary accordingly.

In order to complete an assignment at the end of the audio-filmstrip presentation, the participant needs access to basal readers. Therefore, students are required. The audio-filmstrip takes about 30 minutes. The response book exercises-done in conjunction with the second audiotape-requires about 3 hours, and can be assigned in small segments.

5.2 Distributor name/address:

Center for Innovation in Teaching the Handicapped (CITH)
School of Education
Indiana University
Bloomington, Indiana 47401

contact: Judy Gehlhauser, telephone (812) 337-5847

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TIPS FOR TEACHERS: INFORMAL READING INVENTORY, MODULE 4	$30 TOTAL			
includes:				
2 audiotapes		-	1 each	Yes
1 filmstrip		-	1	Yes
1 Instructor's Manual		-	1	Yes
4 Response Books*		-	1/participant	Yes

* Four Response Books are included in the product package; books for additional participants may be ordered separately at a rate of $4.00 each. Other components are not available separately.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This module was developed by the Center for Innovation in Teaching the Handicapped (CITH) at the Indiana University School of Education. The project director was Melvyn I. Semmel. A group of special educators, instructional developers, media-production specialists and evaluators worked on this project at CITH. They began work on the project in 1973.

6.2 How developed and when:

The developer notes that: "The content for each module was chosen from a list of topics identified through an informal needs analysis conducted among teacher trainers. Each topic was analyzed cooperatively by a special educator and an instructional developer. . . . With the help of the evaluator, criterion-based test items were constructed . . . . The instructional developer prepared a script which was carefully checked by the subject-matter expert for adequacy and accuracy. . . . The prototype module was repeatedly modified on the basis of expert appraisal and trainee feedback until satisfactory results were consistently obtained." This module was completed by 1975.

6.3 Evidence of effectiveness with users:

The summative evaluation design for this series of modules contained four phases. The first phase, "Initial Evaluations," consisted of the summarizing by CITH staff of the results of studies conducted during the modules' development. The second phase, "Expert Review," consisted of an evaluation of the modules by special education faculty and students who had used the component in training settings. The third phase, "Users Survey," consisted of a questionnaire focusing on the use and impact of the modules sent to the current owners of the modules.

Evaluation results for this particular module were not available to the describer.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This module is not limited to use by special education teachers. Regular elementary teachers and middle school teachers could benefit from the information contained in this module since the focus is on the informal reading inventory and not the handicapped child per se.

The technical quality of the module's components is very good. The Response Book and Instructor's Manual have spiral bindings and horizontal formats. This design is helpful when working through the module.

Content accuracy/social fairness/community acceptance issues:

There is no problem of content accuracy or social fairness in the module. There is no reason to believe that the material itself or the manner in which it is presented will cause any controversy or community acceptance problems.

Overall summary/comment:

This well-designed module presents the rationale for using the informal reading inventory and more than adequately demonstrates how a teacher can construct one. The exercises in the response book provide thorough training on coding a child's performance on the informal reading inventory, analyzing and scoring this performance and interpreting the score. This module and the series it is part of represent very good teacher training devices.

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